

Week 1, Day 4 – What the Bible Says Government Should Do • Two Purposes/Crimes vs. Sins • Crossword Puzzle 1

Review (10–15 minutes): First in pairs or small groups, then as a class: Review Q4R from “What the Bible Says Government Should Do”:

1. The Bible teaches that the proper, legitimate duties of government are to “remove ____ and ____,” to be a “terror” to “____,” and to “execute ____ and ____.”

Violence, spoil; evil; judgment, justice.

2. Tell whether the following acts are matters that a government should punish: (a) breaking someone’s arm in anger; (b) calling someone insulting names; (c) getting drunk; (d) crashing into a car while driving drunk; (e) failing to finish a job after being paid to do it; (f) lying on a job application.

(a) Yes—that’s an example of someone committing violence against someone else; (b) no—it’s rude and sinful, but not physically harmful to that person; (c) no—it’s sinful, but harms no one; (d) yes—it’s an example of “violence” (damage) against someone’s property; (e) yes—it’s an example of “spoil” (robbery) against someone else; (f) that depends upon if anyone is defrauded (robbed) because of it.

Handout – Two Purposes/Crime vs. Sin (15–20 minutes): Students internalize that government has only two basic, Biblical purposes: (1) to punish or threaten evil (harm) and (2) provide justice. Students also distinguish between crimes that should involve the law, and sins that, while wrong, are not matters for the law.

Handout – Crossword Puzzle 1 (20–25 minutes): This puzzle reviews the first two book sections. Instructions for this and all other crossword puzzles:

1. Print a copy of this page and the Answer Key (Page 1) for yourself.
 2. Print a copy of Page 2 (the blank puzzle) for each student.
 3. Hand out to students.
 4. **Suggestion 1:** Tell students to try to get all the answers *before* using their notes, but that they may use their notes if they’d like—and their Bibles, since some of the clues refer to Scripture passages.
 5. **Suggestion 2:** Students may help each other out by giving hints to each other once they’ve gone through the puzzle a few times, and if they can’t solve certain clues.
 6. Go over the answers when a reasonable time has passed (approximately 15–20 minutes)!
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Instructor Notes:

American Government & Politics: A Christian Worldview:
Two Purposes Only • Crime vs. Sin (15–20 minutes)

TEACHER INSTRUCTIONS/KEY

Goal

Students will internalize that government has only two Biblical purposes: (1) punish or threaten harm/evil, and (2) provide justice. They also distinguish between crimes that should involve the law, and sins that, while wrong, are not matters for the law.

Instructions

1. Students complete the “Two Purposes Only” section (give them five minutes); discuss as a class.
2. Students complete the “Crime vs. Sin” section (give them five minutes); discuss as a class.

Answer Key (“Two Purposes Only”)

1. PURPOSE
2. PURPOSE
3. NOT
4. PURPOSE
5. NOT
6. NOT
7. NOT
8. PURPOSE
9. PURPOSE
10. NOT

Answer Key (“Crime vs. Sin”)

1. C
2. S
3. S (Of course, if he injures someone or harms property, that’s another story!)
4. C
5. C
6. S
7. C
8. C
9. C
10. C (This is borderline, but arguably “judgment and justice” would punish “harming” someone’s reputation.)

Wrap-Up/Final Direction

If it doesn’t involve punishing harm or providing justice, the Bible does not give government that role.

American Government & Politics: A Christian Worldview:
Two Purposes Only • Crime vs. Sin

Sort each item into one of three categories and write the word underneath each item:
PURPOSE (fits one of the Biblical purposes for government), **NOT A PURPOSE**, or **NOT SURE**.

1. Punishing murder
2. Judging disputes fairly
3. Providing health care
4. Punishing theft
5. Building roads
6. Making housing affordable
7. Setting wages
8. Defending against invasion
9. Protecting citizens from violent attackers
10. Giving benefits to citizens

WAIT UNTIL INSTRUCTED TO DO THE “CRIME VS. SIN” SCENARIO BELOW!

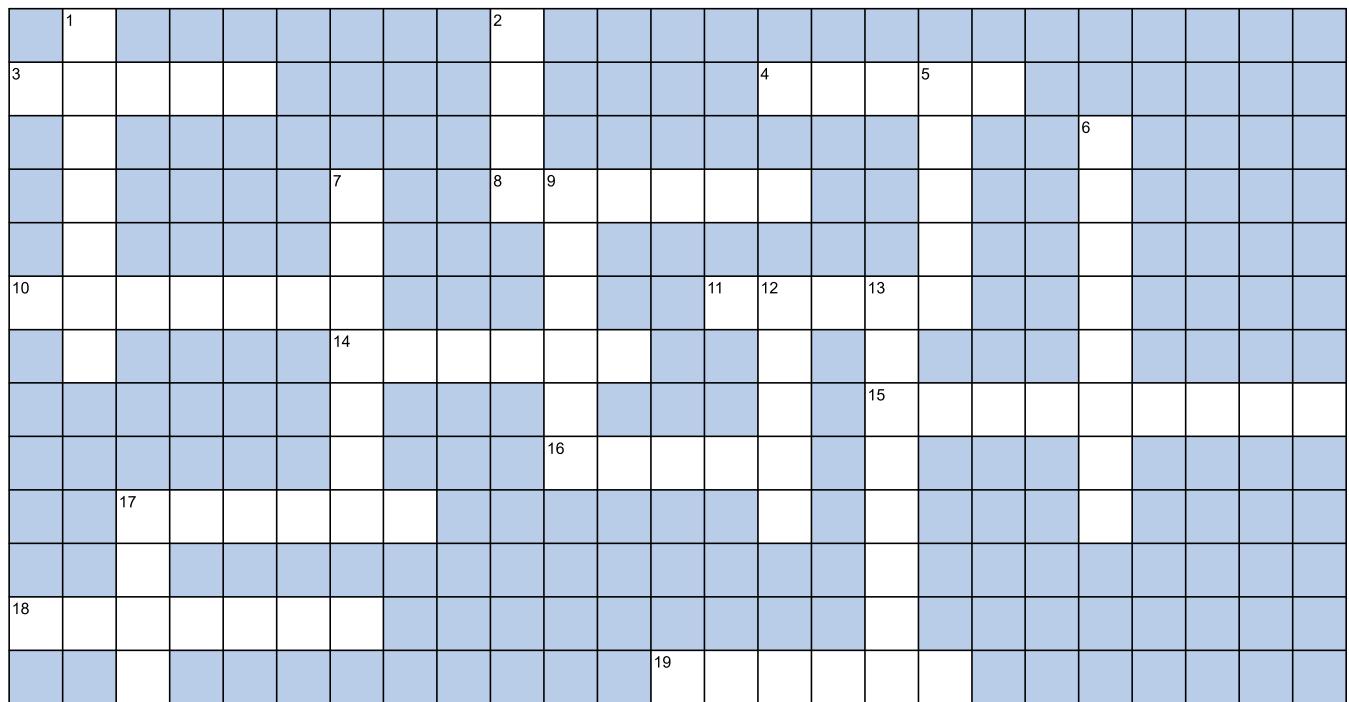
**Label each item below C (crime a government should threaten or punish),
S (sin that is wrong but not a matter for the law), or N (neither/unclear/not sure).**

1. During a heated argument, one person lashes out physically, striking another in anger.
2. A person nurtures a deep, simmering hostility toward a neighbor, interpreting every action in the worst possible light.
3. A man drinks far beyond control at a gathering, losing judgment and becoming a potential danger to himself and others.
4. A stranger lures a child away from a public park with false promises and drives off before anyone notices.
5. A man deliberately takes another man’s life in a moment of calculated revenge.
6. A woman grows bitter and resentful as she watches a friend receive recognition she secretly believes she deserves.
7. An employee quietly pockets cash from the register at the end of each shift, assuming no one will notice.
8. A witness knowingly gives false testimony under oath to protect a friend from conviction.
9. A business owner falsifies records investors to secure money he has no intention of properly using.
10. A group spreads an unverified rumor about someone’s personal life, damaging that person’s reputation.

[illegible]

EclipseCrossword.com

American Government: A Christian Worldview - Crossword Puzzle 1



EclipseCrossword.com

Across

3. Citizens pay these to fund government schools
4. The word "spoil" means this
8. In Leviticus, the law said that a thief had to pay an extra ____ percent of the value of what he stole.
10. One of the vulnerable groups rulers are to protect (Jeremiah 22:3).
11. Christians are to "set [their] affection on things ____" (Colossians 3:2).
14. Rulers are to be a "____" to "evil" works (Romans 13:3)
15. God tells rulers to "deliver the spoiled out of the hand of the ____" (Jeremiah 22:3).
16. Another thing governments are to "remove"
17. Christians are citizens of ____.
18. About 85-90 ____ of American students attend government schools.
19. Rulers are to punish and threaten ____, not simply sins.

Down

1. Quotes from America's founding ____ are useful, but not the final word.
2. A key question to ask those who say they believe something about government is this: "Based on ____?"
5. "Violence" in Ezekiel 45:9 is also translated this (like a witness who lies in court)
6. Another thing governments are to "execute"
7. One thing governments are to "execute"
9. Another one of the vulnerable groups rulers are to protect (Jeremiah 22:3).
12. A Christian's approach to government should be to find out what the ____ says.
13. One thing governments are to "remove"
17. What the word "evil" is a synonym for (Romans 13:3)

Week 2, Day 4 – Quiz 1

Quiz 1 – Instructions (these are the same for all quizzes; of course, you may modify these instructions as you see fit):

1. Decide whether to use the PDF version or to create your own using the template.
2. Print copies for each student and a key for yourself.

In class:

1. Allow students to review for the quiz for 5–7 minutes, ideally in pairs/groups/tables. (If you want students to be able to use their notes for a few minutes, tell them to get their notes in order.)
2. Hand out a quiz to each student.
3. Tell students: “You will have ____ minutes to complete this quiz.”
4. **Suggestion:** After a certain amount of time has gone by, allow students to use their notes for three minutes, to reward diligent note taking. (You might announce this to the students before the quiz begins.)
5. Collect and grade quizzes.

Handout – Quiz 1 (15–20 minutes): This is the first of 20 quizzes. Instructions, Quiz 1, and a blank template to create your own Quiz 1 are online.

Reading (Remainder of Class): Students read the section “Two Key Defenses of Religious Liberty” and complete the Q4R in writing. Remind students to bring these to class! (There is no homework except for this.)

Instructor Notes:

Week 4, Day 2 – How Ancient Greece Shaped America • Article on Democracy • The Bible and the Rule of Law (Ancient Greece)

Discussion (10–15 minutes): In pairs/small groups (if time), then as a class, discuss the Q4R from “How Ancient Greece Shaped America”:

1. How did the ancient Greeks’ idea that law should also apply to *rulers*, not just citizens, influence American political thinkers?

We don’t have a king with unlimited powers, or a legislature that is supposed to be allowed to make any kind of law it wants.

2. Explain briefly how each one of the “three government types” has the potential to be (a) beneficial, and (b) harmful.

A monarchy can benefit a nation if the king is wise and just, but can tyrannize a nation if he’s unjust or wicked. An aristocracy can represent a nation well, and be more sensible than the average person about how to rule, but it can also be a small group of power-hungry tyrants. A democracy can result in a vote on behalf of what’s best for society, but can also oppress the minority just because a majority votes to steal from them or take away their liberty.

3. Define *rationalism*, and explain how Christians should view it.

The belief that using reason is more important than anything else. There’s nothing wrong at all with using reason, but it doesn’t supersede God’s Word.

Handout – Article: “Democracy Is Not the Same Thing as Freedom” (12–15 minutes): Students see that a democracy per se doesn’t necessarily protect individual rights and property, because it is susceptible to the whims and desires of unreliable majorities.

Handout – The Bible and the Rule of Law/Ancient Greece (12–15 minutes): Students see that the ideas about equality before the law often credited to the ancient Greeks actually originated much earlier with God’s transmissions of the law to the ancient Hebrews.

Homework: None.

Instructor Notes:

American Government & Politics: A Christian Worldview.
Article – “Democracy Is Not the Same Thing as Freedom” (12-15 Minutes)

TEACHER INSTRUCTIONS/KEY

Goal

Students see that a democracy per se doesn't necessarily protect individual rights and property, because it is susceptible to the whims and desires of majorities.

Instructions

1. Instruct students to read the article and answer the Questions for Review. (Take 8-10 minutes.)
2. Have students discuss in pairs/groups, then together as a class.

Key

1. The reading argues that voting does not automatically make government actions just. According to the author, why is voting not the same thing as genuine consent?
The author argues that people are still forced to obey laws and government decisions even if they voted against them or never truly agreed to the system. Simply being allowed to vote does not mean a person consented to every action of the state.
2. Why does the author believe democracies often lead to intense political conflict and “extreme politicization”?
The author believes democracies encourage groups to compete for political power so they can benefit themselves or redistribute wealth. Because government decisions affect property and rights, people become deeply politically divided.
3. The reading says citizens possess “natural rights” that exist independently of the state. How does this idea challenge the belief that democracy/majority rule is always moral?
If rights exist before government, then a majority vote cannot automatically make something right or just. A democratic majority can still violate rights through unjust laws, confiscation of property, or coercion.
4. Supporters of democracy often argue that voting protects people from tyranny. Why does the author disagree with this idea?
The author believes democracies can still become tyrannical because majorities may vote to violate the rights or property of minorities. Elections alone do not guarantee justice or protect natural rights.

Debrief

Ask students: “How does this article line up with what we talked about previously, about the potential benefits and harms that democracy as a government type can bring?” (The answer in the key was this: *A democracy can result in a vote on behalf of what's best for society, but can also oppress the minority just because a majority votes to steal from them or take away their liberty.*)

Democracy Is Not the Same Thing as Freedom

Mises Wire

Soham Patil • 06/22/24

In our modern world, most states are democracies or at least call themselves “democratic.” The adoption of democracy is hailed as one of humanity’s greatest achievements. Once upon a time, humanity broke out of the shackles of monarchies and has never looked back since. Nowadays, all citizens in democratic countries are free and safe from despots. Except, that is far from the truth.

Democratic systems have been around for a long time. Ancient Greece comes to mind as the most prominent example of democracy in antiquity. While modern democracies are wildly different from the ones in ancient Athens, they are still susceptible to the pitfalls applicable to all democracies.

Democracies violate freedom of association. Proponents of democracies often argue that everyone is given a vote and that this equates to fair and just representation. However, this binds the citizenry into the social contract since they are forced to abide by the results of the democracy even if they did not consent to a government. Simply giving everyone a vote is not valid restitution for forcing them to abide by the rules of the state. This hasn’t stopped democracies from attempting to manufacture consent to their social contract by claiming that a right to vote is sufficient as consent. If four thieves sneak into a house and then outvote the homeowner to transfer possession of the home to them, the result could hardly be termed just. Democracies aren’t infallible and do not justify decisions as moral based solely on the will of the majority.

Further, democracies tend toward the redistribution of property when it becomes politically popular. This can happen in many forms. Often, democracy is used to justify the expropriation of property from the well-off and economically competent to members or citizens who are more amenable to the cause of a political party. Every citizen is liable to become a victim if they fall on the wrong side of democracy. This explains the extreme politicization of our lives. Being a peaceful, agreeable person is no longer enough.

It is also often argued that democratic systems are a representation of freedom since there aren’t rigid ruler/subject hierarchies as in a monarchy. Previously, under a monarchy, the ruling class was well-known, and all other citizens were subjects. Thus, a clear distinction between those who rule and those who do not rule was made. Supporters of democracy frequently contend that all citizens are rulers in some way because of their ability to vote. By this logic, no rights violations occur in democracies because all citizens are a part of the state. Any property stolen from a citizen was consented to because they are a part of the democratic system. This is fallacious because citizens have rights that exist independent of the state. These rights are known as natural rights and cannot be granted by the state. They can only be violated. Democracies do not escape moral culpability through elections.

It is clear that democracy is prone to tyranny. Such is the case not only when democracy is “done wrong,” but almost always as democracies will inevitably break down into a competition of self-interested groups. Despite these failings, democracy is still presented as the political system that ought to be followed by “free” countries. The reason for democracy’s good public perception is that it blends in nicely with the progressive dogma of equality and inclusiveness. Since all votes are equal, an all-inclusive harmonious society should form akin to that of a rainbow nation.

Unfortunately, liberty is incompatible with equality in most cases. It should be no surprise that democracies routinely violate natural rights in the quest for the establishment of a more equal society. By thriving upon envy and greed, democracies erode the moral foundation of a society. While the intentions of democracies are noble, their results are not. A free order will be one based upon the freedom of association and property rights rather than democracy.

Questions for Review:

1. The reading argues that voting does not automatically make government actions just. According to the author, why is voting not the same thing as genuine consent?
2. Why does the author believe democracies lead to intense political conflict and “extreme politicization”?
3. The reading says citizens possess “natural rights” that exist independently of the state. How does this idea challenge the belief that democracy/majority rule is always moral?
4. Supporters of democracy often argue that voting protects people from tyranny. Why does the author disagree with this idea?

American Government & Politics: A Christian Worldview:
The Bible and the Rule of Law (10-15 minutes)

TEACHER INSTRUCTIONS/KEY

Goal

Students see that the ideas about equality before the law often credited to the ancient Greeks actually originated much earlier with God's transmissions of the law to the ancient Hebrews.

Instructions

1. Tell students to read the instructions and that they have 8-10 minutes to finish.
2. Ask for volunteers.
3. Follow up with the wrap-up information below.

Scenarios/Suggested Answer Key

1. "Ye shall have one manner of law, as well for the stranger [foreigner], as for one of your own country"...
"Judge righteously between every man and his brother, and the stranger that is with him" (Leviticus 24:22, Deuteronomy 1:16).
Foreigners had rights under the law and were to be treated equally and fairly.
2. "If thou buy an Hebrew servant [slave], six years he shall serve: and in the seventh he shall go out free for nothing"...
"Thou shalt not rule over him [a slave] with rigour [harshness, cruelty]; but shalt fear thy God" (Exodus 21:2, Leviticus 25:43).
Slaves also had some rights and some were to be freed after a period of time.
3. ***The key idea here: King Ahab had no right—even as king!—to just take another individual's land; Naboth refused him.***
4. "Ye [rulers] shall do no unrighteousness in judgment...in righteousness shalt thou judge thy neighbour" (Leviticus 19:15).
Rulers weren't supposed to just rule unjustly and arbitrarily; they were to rule according to the law.
5. "If a man die, and have no son, then ye shall cause his inheritance to pass unto his daughter" (Numbers 27:8).
Daughters had inheritance rights, not just sons—an almost-unheard-of principle in the ancient world.

When were the books referenced written? (Let students call out guesses!)

- ***Exodus, Leviticus, Numbers, Deuteronomy: c. 1400 BC (about 800 years before Solon, 1000 years before Socrates, Plato, and Aristotle)***
- ***1 Kings: 600 BC (about the same time as Solon, 200 years before Socrates, Plato, and Aristotle)***

Wrap-Up

Ask students:

- What is your general take on these verses from the Bible?
- How does it affect you that the Bible protected the rights of foreigners, slaves, and women as subjects?
- What does it mean to you in learning that the Bible had these protections hundreds of years before ancient Greek's rulers and philosophers "originated" them?
- What does this mean to you in regards to the Bible's take on government and justice?

American Government & Politics: A Christian Worldview: The Bible and the Rule of Law

The ancient Greeks, especially Solon (c. 638-558 BC), Socrates (c. 470-399 BC), Plato (c. 428-348 BC), and Aristotle (c. 384-322 BC), are credited by many modern historians and writers for developing the idea that the law should apply equally to more individuals in society. (This did not, however, apply equally to women, slaves, and foreigners.) For example:

“While Athens contributed less to procedural law than Rome, **it offered a transformative idea: ...equality before the law.** In democratic Athens, the idea was that **all free citizens (a limited group, by today’s standards)** had equal access to justice and were subject to the same rules. **This was a radical departure from monarchical systems and laid the foundation for equality as a fundamental principle** in democracies worldwide” (“Ancient Laws That Still Influence Today’s Legal System,” Tulane University Law School, October 1, 2025, <https://online.law.tulane.edu/blog/law-in-the-ancient-world>).

Write a brief summary of the idea expressed by the Bible passages below:

1. “Ye shall have one manner of law, as well for the stranger [foreigner], as for one of your own country”...“Judge righteously between every man and his brother, and the stranger that is with him” (Leviticus 24:22, Deuteronomy 1:16).
2. “If thou buy an Hebrew servant [slave], six years he shall serve: and in the seventh he shall go out free for nothing”...“Thou shalt not rule over him [a slave] with rigour [harshness, cruelty]; but shalt fear thy God” (Exodus 21:2, Leviticus 25:43).
3. “And it came to pass after these things, that Naboth...had a vineyard...hard by [right next to] the palace of Ahab king of Samaria. And Ahab spake unto Naboth, saying, ‘Give me thy vineyard, that I may have it for a garden of herbs, because it is near unto my house: and I will give thee for it a better vineyard than it; or, if it seem good to thee, I will give thee the worth of it in money.’ And Naboth said to Ahab, ‘The LORD forbid it me, that I should give the inheritance of my fathers unto thee.’ And Ahab came into his house heavy and displeased because of the word which Naboth...had spoken to him” (1 Kings 21:1-4).
4. “Ye [rulers] shall do no unrighteousness in judgment...in righteousness shalt thou judge thy neighbour” (Leviticus 19:15).
5. “If a man die, and have no son, then ye shall cause his inheritance to pass unto his daughter” (Numbers 27:8).

List (a) the names of the Bible books quoted from above, and (b) a guess as to when they were written:

Week 6, Day 1 – Government-tionary 1

Government-tionary 1 (35–45 minutes): In this Pictionary-like game, students give clues for persons, terms/objects, and actions that have appeared in the book or activities.

Reading (Remainder of Class): Students read the section “A Family Resemblance: England and America” and answer Q4R. (No homework except for this.)

Instructor Notes:

American Government & Politics: A Christian Worldview.
Government-tionary 1 (30 minutes)

TEACHER INSTRUCTIONS/KEY

Goal/Prep

- **Objective:** Students review American Government terms in a game called “Government-tionary.”.
- Print the instructions on this page, the category page (Page 2), and either a color or black and white game board (Page 3 or 4). All words come from the American Government book or audio-visuals or articles discussed in class.

Materials Needed:

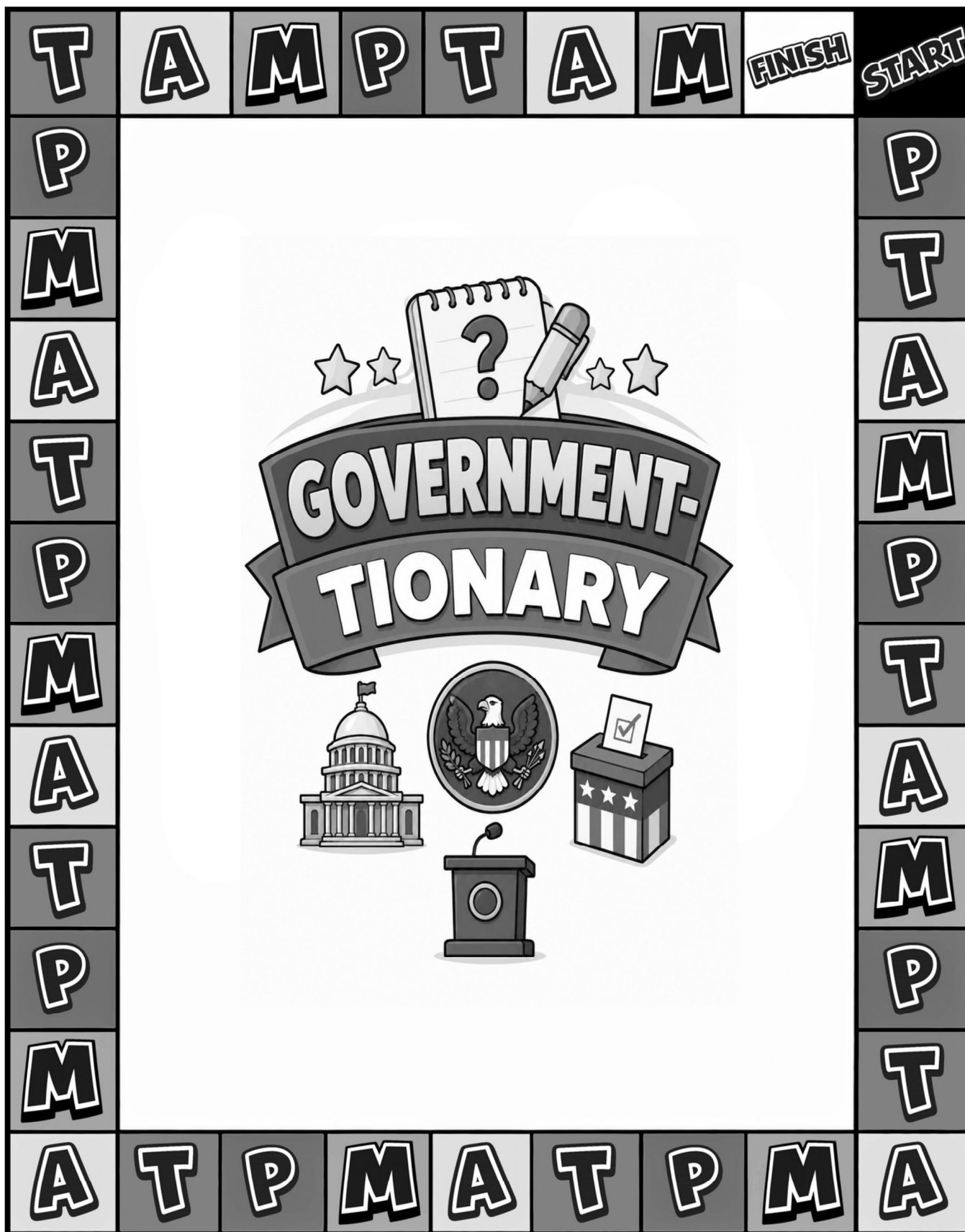
A 6-sided die • 2 whiteboards/dry erase markers (pens/pencils/paper will do in a pinch)
2 “service bells” • 2 game tokens (different coins will do) • A timer (a smartphone is fine)

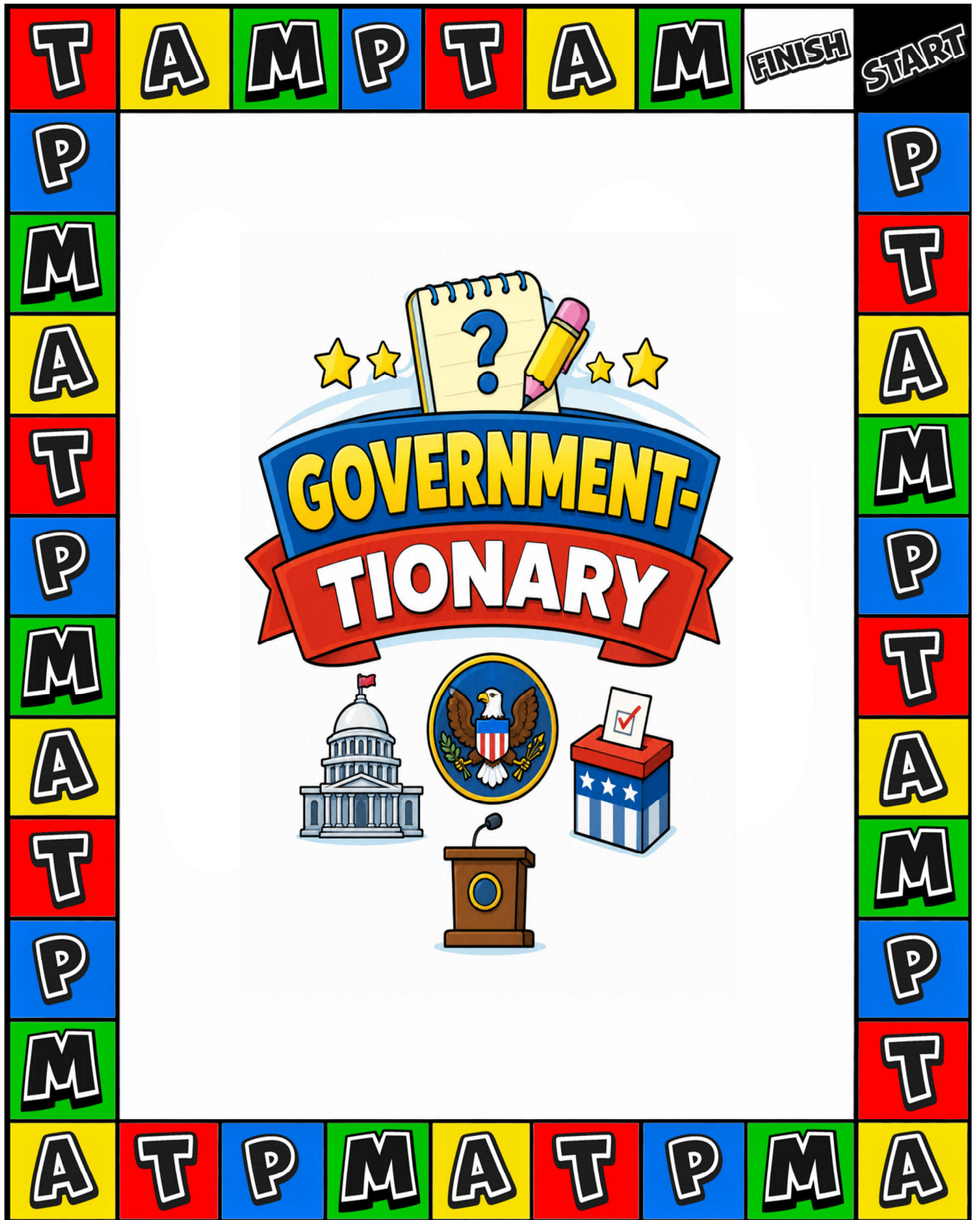
Instructions

1. Divide class into 2 teams; tell teams to get in some kind of order and **stay in/rotate using** this order!
2. Decide which team goes first by having one member of each team roll the die. Higher number wins.
3. First team member/artist rolls the die and moves token that number. Whatever space the token lands on is the category that artist draws. (P = Person, T = Term/Object, A = Action, M = Miscellaneous). Tell students: All of the words/terms/persons in this game are found in the book!
4. Look at your category list for the first item on whatever space that token lands on, write this word/term down (on your own whiteboard if you have one), and show it **ONLY** to the first artist on both teams.
5. Set the timer for 45 seconds, say, “GO!” and watch the artists draw a picture to get their teams to say the word/term first. The first artist to ring the bell (after hearing the word said by his team) wins. (If neither team gets the answer in time, choose the next two artists and a random category for them.)
6. Artists may **NOT** draw numbers, letters, or words with blanks to show how many letters the answer has. They also may not gesture with their hands, point, speak, or mouth any words!
7. When a team wins a round, the next player on that team rolls the die and moves the token, gets the corresponding category word from you, and takes a turn as the artist, drawing against the next player on the other team.
8. First team to reach the finish line wins! (You’ll probably have enough time to play two games.)

GOVERNMENT-TIONARY CATEGORIES

PERSON	TERM/OBJECT	ACTION	MISCELLANEOUS
TEACHER	CAR	PAY	ARM
FATHER	DOLLAR	CRASH	DAUGHTER
BENJAMIN FRANKLIN	BIBLE	DRINK	CHURCH
CAR SALESMAN	PENNSYLVANIA	STUDY	WATCH
CHRISTIAN	WAR	BREAK	EARTH
JUDGE	(CASH) REGISTER	GAMBLE	CHILD
MECHANIC	AMERICA	PRAY	SODA/COKE
POLICEMAN/ OFFICER	TOOL(S)	DRIVE	CONNECTICUT
GEORGE WASHINGTON	STORE	BUILD	FENCE
VOTER	SCALE	FOLLOW	SMOKE
PASTOR	COIN	CUT	GREECE
KING	SWORD	TALK	POINT
WILLIAM PENN	JAIL	PUNCH	SOLDIER
ANGEL	ROAD	STEAL	KETCHUP
NERO	HEART	MOW	BUY
PROTESTER	WHIP	FIX	WIFE
SON	ROME	READ	FALL





Week 6, Day 3 – Quiz 4 • Short Film on the British House of Commons

Quiz 4 Review (5–7 minutes): Get students together in pairs/groups one last time to review.

Handout – Quiz 4 (15–20 minutes): Instructions, Quiz 4, and a blank template to create your own Quiz 4 are online.

Short Film – “The British House of Commons” (8–10 minutes): In this short film (4: 53) students see a lively (even *funny*) example of the British House of Commons at work, with some members sparring with then-Prime Minister Margaret Thatcher—who was relatively more in favor of limited government. This exchange occurred on November 22, 1990, Thatcher’s final address to the House of Commons. (The QR Code is to the right; the discussion guide is online.)



Reading (Remainder of Class): Students read “The Virginia Charter: Setting Up Rules and Rights” and answer Q4R.

Instructor Notes:

American Government & Politics: A Christian Worldview
Short Film: “The British House of Commons” (8–10 Minutes)
(TEACHER INSTRUCTIONS/KEY)

Goal

In this short film (4: 53) students see an example of the British House of Commons at work, with some members sparring with then-Prime Minister Margaret Thatcher—who was relatively more in favor of limited government. (This exchange occurred on November 22, 1990, during Thatcher’s final address to the House of Commons.)

Instructions

1. Play this short film for students:

<https://youtu.be/VkGIJWmRJI>

2. Ask students for their overall thoughts.

3. **Notes:**

- As you can see, it’s a pretty raucous crowd, split down the middle, and those disagreeing with whoever is speaking tend to be vocal about it!
- Ask students to explain the similarity between the two lawmaking branches in Britain and America. (The U.S. House of Representatives and the British House of Commons are elected by majority vote, and the U.S. Senate—which used to be appointed, but is now also elected by majority vote—compares to the British House of Lords, whose members are still appointed, not elected.)

Week 7, Day 2 – Government Types: Pros and Cons • Short Film on Why the Founders Did Not Want a Democracy • Save the Nation! (Government Mix-up Game)

Discussion (10–15 minutes): At tables first, then as a class, discuss the Q4R from “Government Types: Pros and Cons”:

1. Give brief “pros and cons” of monarchy, aristocracy, and democracy. Explain Jefferson, Madison, and Calhoun’s views of democracy.

MONARCHY PROS: *speed at getting things done, keeping plans secret, keeping out silly opinions of the people, and keeping others from fighting for the position (since monarchies typically continue through a line of descendants).*

MONARCHY CONS: *the tendency of monarchs to be tyrants, tax unfairly, go to war more often and unnecessarily, and have outside opinions telling them what the people want and need.*

ARISTOCRACY PROS: *wisdom of aristocrats they gain from their education and experience.*

ARISTOCRACY CONS: *disagreements among members, the tendency of aristocrats to oppress the common people and make laws that benefit themselves at the expense of others.*

REPUBLIC PROS: *equality, participation by many, a lack of desire to go to war or spend too much government money, giving more people a chance to assist in governing (even though they’re not born into aristocracy), and making laws in public more than in secret.*

REPUBLIC CONS: *disagreements, attracting power-seekers to wield power over others, too many people weighing in with their opinions, and stupid laws.*

2. How does the U.S. government combine the three basic government types?

The President compares to a monarch (but with fewer powers and without a lifetime appointment), the Senate compares to an aristocracy (but is appointed for only six-year terms), and the House of Representatives compares to a democracy (elected by the people, but only to two-year terms, and with the “power of the purse” so the other branches can’t wield unlimited power to spend and go to war).

Short Film – “Walter Williams – Why the Founders Did Not Want a Democracy” (12–15 minutes): This short film (7:34) explains the dangers of democracy as a form of government. (The QR Code is to the right; the discussion guide is online.).



Handout – Save the Nation! Government Mix-Up Game (15–20 minutes): Students discover the strengths and weaknesses of monarchy, aristocracy, and democracy/republic governmental systems.

Homework: None

Instructor Notes:

American Government & Politics: A Christian Worldview
Short Film: “Walter Williams – Why the Founders Did Not Want a Democracy”
(12–15 Minutes)
(TEACHER INSTRUCTIONS/KEY)

Goal

This short film (7:34) explains the dangers of democracy as a form of government.

Instructions

1. Play this short film for students; tell them to take notes on main ideas/interesting facts:

<https://youtu.be/lDs7uBRsRY4>

2. Put students in pairs/groups and have them discuss for 3-5 minutes, then as a class.

3. **Notes:**

- The word “democracy” is not in any of America’s founding documents (Declaration of Independence, U.S. Constitution, etc.).
- U.S. Constitution is NOT a “majoritarian” document (President not elected by majority vote; President can veto a bill, and only 2/3 of Congress can override his veto)
- Presidents who promised to uphold the Constitution wouldn’t be elected, because so many Americans are hooked on handouts from other Americans.
- James Madison vetoed a bill in 1794 to help refugees, because he said there’s no part of the Constitution that allows Congress to spend money on benevolence.
- 2/3 to ¾ of the U.S. budget is made up of handouts/transfer payments from some Americans to others.
- Madison: “Charity is not a legitimate function of government.”
- Federalist Paper #45: “The powers delegated to the U.S. government are few and well defined and restricted mostly to external affairs. Those powers left to the states are indefinite and numerous.”
- Man’s history has been control and abuse by leaders; man’s biggest enemy has been government.
- 60 million killed in 19th century; 100 million were murdered by government in 20th century.
- Bill of Rights language: “Congress shall not ___, ___, ___, etc.”
- Second Amendment is misunderstood by most (“The founders wanted to protect our right to arms so we could go deer and duck hunting!”), but the purpose of the Second Amendment was to keep the people armed in case government became tyrannical.
- Many Americans love government, because it steals on their behalf from some and gives it to them—it does something they would be arrested for if they did it!

Ask students:

- “What are some ways that some Americans want others to be stolen from, and the money given to them?
Answers will vary, but students might say welfare payments, government schools, health care, jobs, etc.
- “How does democracy as a form of government allow this to happen?”
AWV, but if a simple majority gets to vote on something, then the minority has to go along with it in a democracy, even if that bill voted upon violates their rights.
- “Why do you think so many today support the idea of democracy/majority rule?”
AWV, but many probably think it sounds fair/reasonable/participatory, not considering the dangers.

American Government & Politics: A Christian Worldview:
Save the Nation! Government Mix-Up Game (15–20 minutes)

TEACHER INSTRUCTIONS/KEY

Teacher Overview

This game helps students understand why America’s founders mixed different types of government together instead of choosing only one system. Students quickly discover that every government strength can also create new problems.

Students are NOT trying to build a perfect government. They are trying to survive crises without creating tyranny, corruption, or chaos.

Goal

Students discover the strengths and weaknesses of monarchy, aristocracy, and democracy/republic systems.

Instructions

1. Divide students into groups of 3–5.
2. Give each group the three handouts.
3. Tell students they must build a government that can survive several national crises.
4. Groups must choose **one** monarchy feature, **one** aristocracy feature, and **one** democracy/republic feature.
5. Say something like: “You are NOT trying to build a perfect government. Every government strength might also become dangerous later. Your goal is to survive crises without creating tyranny, corruption, or chaos.”
6. Give groups 2-3 minutes to choose their three government features and write them on the answer sheet.
7. Now tell the groups to flip their sheets over to read the crises and
8. Read all crises aloud, and tell the groups to go to it! Groups discuss which features help and which become dangerous. Tell the groups they have 10 minutes to decide for all the crises.
9. Ask groups to share (a) some of what they chose as features and why, and (b) what they put for some answers to solving the crises.
10. Discuss the debrief questions together.

Simple Example

Suppose a group chooses:

- One leader commands the military.
- A small, expert senate reviews laws.
- Citizens elect lawmakers.

During a foreign invasion, strong leadership might help. But later, that same strong leader might refuse to leave office. Students discover that every system creates both strengths and dangers.

Crises

1. **Crisis #1 – Foreign Attack:** Enemy ships are approaching your coast. What government feature helps most? What government feature might become dangerous?
2. **Crisis #3 – Angry Crowds:** Huge crowds demand free money and threaten riots if refused. What government feature helps most? What government feature might become dangerous?

3. **Crisis #4 – Leader Won’t Leave Office:** Your ruler refuses to step down after losing support. What government feature helps most? What government feature might become dangerous?
4. **Crisis #5 – Endless Arguments:** Lawmakers argue constantly and cannot pass laws. What government feature helps most? What government feature might become dangerous?

Debrief Questions

- Why might a strong ruler help during emergencies?
- Why can powerful rulers become dangerous?
- Why might democracy become chaotic sometimes?
- Why did America’s founders mix systems together instead of choosing only one?
- Which parts of the U.S. government resemble monarchy, aristocracy, and democracy?

American Government & Politics: A Christian Worldview:
Save the Nation! Government Mix-Up Game

Government Group Choices

Choose ONE Monarchy Feature:

- ☐ One leader can act quickly during emergencies.
- ☐ One leader commands the military.
- ☐ One leader can veto laws.
- ☐ Government meetings may be secret during emergencies.

Choose ONE Aristocracy Feature

- ☐ A small expert senate reviews laws.
- ☐ Leaders serve long terms in office.
- ☐ Wealthy/business leaders approve taxes.
- ☐ Experienced judges can block bad laws.

Choose ONE Democracy/Republic Feature

- ☐ Citizens elect lawmakers.
- ☐ Frequent elections keep leaders accountable.
- ☐ Each region elects local representatives.
- ☐ Laws must be debated publicly.

Don't flip this sheet over until your instructor tells you to!

Crisis #1 – Foreign Attack

Enemy ships are approaching your coast.

What government feature that your group chose helps most?

What feature might become dangerous, and why?



Crisis #2 – Angry Crowds

Huge crowds demand free money and threaten riots if refused.

What government feature helps most?

What government feature might become dangerous, and why?



Crisis #3 – Leader Won't Leave Office

Your ruler refuses to step down after losing support.

What government feature helps most?

What government feature might become dangerous, and why?

Crisis #4 – Endless Arguments

Lawmakers argue constantly and cannot pass laws.

What government feature helps most?

What government feature might become dangerous, and why?

Week 8, Day 4 – Founding a Free State, Part 1 (Religious Liberty) • Word Search 2

Handout – Founding a Free State, Part 1 (15–20 minutes): Students apply Jefferson’s ideas about religious liberty to realistic government situations while comparing those ideas to biblical principles about faith, coercion, and government power.

Word Search 2 (12–15 minutes): This puzzle asks students to define terms, then to find those in a word search puzzle.

Student Pairs/Groups – Quiz 5 Review (8–10 minutes): Put students into pairs or groups, and have them quiz each other and/or try to predict what questions will be on Quiz 5.

Homework: None

Instructor Notes:

American Government & Politics: A Christian Worldview:
Founding a Free State – Religious Liberty (15-20 minutes)

TEACHER INSTRUCTIONS/KEY

Goal

Students apply Jefferson's ideas about religious liberty to realistic government situations while comparing those ideas to biblical principles about faith, coercion, and government power.

Instructions

1. Divide students into groups of 3–4.
2. Read the instructions together as a class.
3. Give students about 12–15 minutes to complete the questions.
4. Ask for volunteers to offer their answers, and discuss as a class.

Questions/Suggested Key

1. **Scenario 1: The Church Tax** – The legislature proposes a tax on all citizens to support one official church, because leaders say religion helps keep people moral. *AWV, but students should oppose this!*
2. **Scenario 2: “Christians Only”** – A proposed law says only people who publicly declare belief in Christianity may hold public office. *AWV, but Christians should oppose this. It is beneficial to have office-holders fear God and be motivated by that to do right in office, but it might create liars/hypocrites who claim this only because they want public office.*
3. **Scenario 3: Mandatory Worship** – Every citizen must attend a weekly church service or pay a fine. *AWV, but students should surely oppose this.*
4. **Scenario 4: The Unpopular Religion** – Most citizens dislike a small religious group and want to ban its public meetings. *Students should surely oppose this, unless those public meetings turn into rioting or violate the personal liberties of others.*

Wrap-Up/Final Direction

After finishing and discussing as a class, ask students these questions:

- Why might forced religion weaken sincere faith?
- Why do governments often want influence over religion?
- Is protecting religious liberty the same as approving every belief?

American Government & Politics: A Christian Worldview – Founding a Free State (Religious Liberty)

Your group has been chosen to help write the laws for a brand-new American state in the late 1700s. Below are several proposed laws involving religion and government. For each one, decide whether your group would **ALLOW** it, **BAN** it, or **MODIFY** it. Explain **WHY**, using Jefferson's ideas from the reading and Biblical verses we've discussed.

Scenario 1: The Church Tax – The legislature proposes a tax on all citizens to support one official church, because leaders say religion helps keep people moral.

Your Group's Decision: ☐ Allow ☐ Ban ☐ Modify

Why?

Questions to Consider:

- Would Jefferson approve?
- Is forced financial support genuine worship?
- Could this create resentment or hypocrisy?

Scenario 2: "Christians Only" – A proposed law says only people who publicly declare belief in Christianity may hold public office.

Your Group's Decision: ☐ Allow ☐ Ban ☐ Modify

Why?

Questions to Consider:

- What warning did Jefferson give about this?
- Would some people lie to gain office?
- Does political reward cheapen faith?

Scenario 3: Mandatory Worship – Every citizen must attend a weekly church service or pay a fine.

Your Group's Decision: ☐ Allow ☐ Ban ☐ Modify

Why?

Questions to Consider:

- Did Jesus or the apostles spread faith this way?
- Can forced worship be sincere?
- What happens when government controls worship?

Scenario 4: The Unpopular Religion – Most citizens dislike a small religious group and want to ban its public meetings.

Your Group's Decision: ☐ Allow ☐ Ban ☐ Modify

Why?

Questions to Consider:

- Should government punish beliefs alone?
- What rights should minorities have?
- What happens if government decides which beliefs are "approved"?

TEACHER INSTRUCTIONS/KEY

Instructions

1. **Objective:** Students individually practice their knowledge of American government terms and persons by giving one-word answers to clues, then finding those words in a word search puzzle.
2. Hand out a copy of Page 2 to each student.
3. Tell students they have 15 minutes to complete! (If they want, they can check their notes or American government book for answers to the clues!)
4. When students are finished, discuss as a class. Ask for volunteers!

Answer Key

1. WORLD
2. MONARCHY
3. DEMOCRACY
4. EMPIRE
5. HUMANISM
6. RENAISSANCE
7. JUDICIAL
8. MAGNA CARTA
9. COMMON
10. LORDS
11. JAMES
12. TERROR

American Government & Politics: A Christian Worldview. Word Search 2

Solve each clue. Then find and circle the answer word in the grid!

Clues

1. Jesus said that His kingdom was not of this _____.
2. The term for a rule by one: _____
3. Majority rule, in other words: _____
4. What Rome became after it was a republic: _____
5. The belief that man, not God, should be the focus of study: _____
6. Someone highly skilled in many disciplines: a “_____ Man”
7. Montesquieu believed government should be broken up into legislative, executive, and _____.
8. It was signed by King John in 1215: The _____
9. _____ law was spread in England by circuit-riding judges.
10. Britain’s Parliament is made up of the House of Commons and the House of _____.
11. The king who authorized the founding of Virginia: _____
12. The Bible says that rulers are to be a “_____” to “evil.”

E	X	N	T	F	L	S	J	Q	Q	D	Q	H	E	P
D	K	E	E	Q	H	A	L	A	B	U	U	C	M	A
N	E	Y	R	T	E	I	I	C	M	M	U	F	P	T
U	R	M	R	S	M	N	G	C	A	E	P	M	I	R
V	H	K	O	V	N	S	O	N	I	Q	S	B	R	A
Z	C	K	R	C	W	D	I	Q	L	D	Y	W	E	C
Y	D	Y	Q	D	R	S	R	F	R	A	U	Q	N	A
P	B	C	L	X	M	A	Y	I	H	E	P	J	U	N
R	T	R	N	U	H	D	C	G	A	I	I	M	N	G
K	O	P	I	U	Q	U	Y	Y	X	W	X	Y	N	A
W	E	C	N	A	S	S	I	A	N	E	R	O	S	M
D	I	Y	C	I	B	D	R	B	L	W	M	O	O	X
M	O	N	A	R	C	H	Y	H	F	M	X	U	N	H
R	R	G	S	I	N	Z	H	D	O	M	C	Y	N	I
J	Q	T	V	W	E	Z	E	C	L	O	R	D	S	L

Week 11, Day 2 – The Problem with “Interpreting the Constitution” • Interpretation Showdown, Part 1 • BREAKING NEWS!

Discussion (10–15 minutes): As a class, discuss the Q4R from “The Problem with ‘Interpreting the Constitution’”:

1. In short, what is the problem with “interpreting the Constitution”?

There shouldn't be any problem, but there is, because people “interpret” the Constitution according to their biases of what is better—limited government with few powers, or powerful government with many powers. The problem with big-government officials “interpreting” the Constitution is that they interpret it to empower themselves.

2. If government officials followed the Bible's guidelines on the proper purpose of government, why would it matter much less about who won elections?

Because they'd all be bound to follow a government that was strictly limited to removing violence and theft, executing judgment and justice, terrorizing and punishing evildoers, and that's about it. Their actions shouldn't differ much at all.

3. Take a few minutes to pray for a local representative, mayor, and sheriff. These officials might be facing pressure from someone else to make decisions as government officials that violates their conscience and their belief on what a good government should do.

Handout – Interpretation Showdown, Part 1(15–20 minutes): Students see how Nationalists could interpret actual constitutional wording broadly—and why (the real) Federalists were concerned.

Handout – BREAKING NEWS! Governor Closes State (12–15 minutes): Students read a news article on a state governor's reaction to a health scare and determine if that governor's actions are appropriate or not.

Homework: None

Instructor Notes:

American Government & Politics: A Christian Worldview.
Interpretation Showdown, Part 1 (15–20 Minutes)

TEACHER INSTRUCTIONS

Goal

Students see how Nationalists could interpret actual constitutional wording broadly—and why (the real) Federalists were concerned about it.

Instructions

1. Together, read the instructions.
2. Give students 8-10 minutes to answer the questions INDIVIDUALLY, then in pairs/small groups.
3. Ask for volunteers to share their answers.

Wrap-up/Debrief

Ask students:

- Which phrase was easiest to “stretch”?
- Which wording seemed the most dangerous—something that could lead to “misinterpretation” by government officials who seek power over others?
- Were Federalists’ fears reasonable?
- What is inherently iffy about phrasing that everyone agrees immediately can be “interpreted” in different ways?

American Government & Politics: A Christian Worldview

Interpretation Showdown, Part 1

Each one of the quotes below is pulled directly from the U.S. Constitution. For each quote:

- Explain how a Nationalist could interpret it broadly.
- Explain why a Federalist might object.

Be creative, but believable!

ROUND 1 – “Necessary and Proper”

“The Congress shall have Power...to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers....” (Article I, Section 8)

Broad Nationalist Interpretation –

Anti-Federalist Objection –

ROUND 2 – “General Welfare”

“The Congress shall have Power To lay and collect Taxes...to pay the Debts and provide for the common Defence and general Welfare of the United States....” (Article I, Section 8)

Broad Nationalist Interpretation –

Anti-Federalist Objection –

ROUND 3 – “Supreme Law of the Land”

“This Constitution, and the Laws of the United States which shall be made in Pursuance thereof...shall be the supreme Law of the Land...” (Article VI)

Broad Nationalist Interpretation –

Anti-Federalist Objection –

ROUND 4 – “Regulate Commerce”

“The Congress shall have Power...To regulate Commerce with foreign Nations, and among the several States....” (Article I, Section 8)

Broad Nationalist Interpretation –

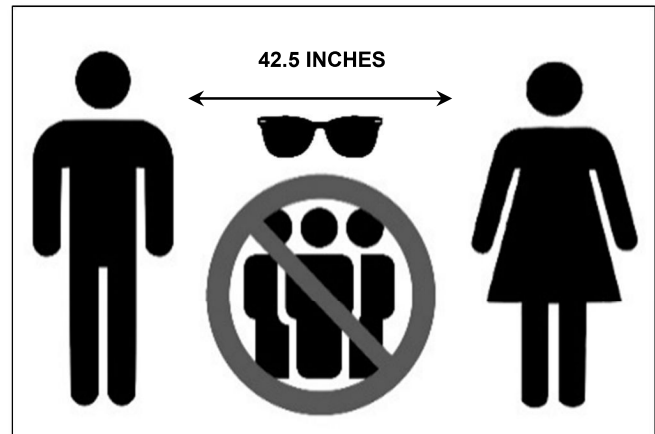
Anti-Federalist Objection –



BREAKING NEWS: GOVERNOR CLOSES STATE DUE TO BOLOGNA PLAGUE

By CHARLES DAWSON

Medical Columnist



BUNKFORD FALLS – Governor Phineas Taylor announced today that he was shutting down restaurants, small businesses, and all churches, due to fears that the Bologna Plague would kill tens of thousands of state residents.

“Dr. Andrew Faux, Director of the Foundations for Illness Banishment (FIB), says that over two million Americans will die of the Bologna Plague,” said Taylor yesterday. “We must take precautions for our people,” he added, “so we are ordering all residents to stay in their homes until further notice. Government agencies will also be closed (although employees will still get paid), and the only businesses to stay open are the ones we say are ‘essential.’ And believe me, we know exactly which businesses are essential—we’ve been told by the FIB...I mean, uh, we’ve studied this key issue thoroughly.”

Taylor said that the FIB estimated that the Bologna Plague infection/fatality rate was 3.4 percent—approximately 30 times as deadly as the seasonal flu. “Sure, we’ve failed in our predictions for global warming, global cooling, ‘weapons of mass destruction,’ plastic straws, the ‘swine flu,’ and so on, but we’re sure that this time our prediction will be accurate,” said Faux. “I mean, it’s not like we’re going to try doing something like dishonestly counting deaths from other causes as Bologna Plague deaths—we’re positive at least two million will die in America.”

State residents have been ordered by Governor Taylor to (a) stop gathering in groups of more than 17 (or 18 if that group includes conjoined twins), (b) wear sunglasses and snorkels at all times when they’re outside, (c) stay at least 42.5 inches apart from each other, and (d) sanitize their hands every five minutes with flamethrowers.

“Well, uh...no, we didn’t actually pass a *law* to shut down the state,” said Taylor, answering a reporter’s question. “But our residents have the right to be free from a deadly sickness, and I’m going to do what I have to do to help them.” ■

Questions for Review

1. Should a governor or other government official have the right/power to keep people in their homes to “protect them”? If so, what else could he order them to do...or *not* to do?
2. How could his claim of this supposed “emergency” power be abused by the government?

Week 14, Day 4 – Amendment 1: Worshiping God, Speaking Freely • First Amendment Freedom Filter

Discussion (10–15 minutes): As a class (if you have more time, you can have students discuss in pairs/groups first), discuss the Q4R from “Amendment 1: Worshiping God, Speaking Freely”:

1. What proof is there that the First Amendment does not apply to the states?

The BOR doesn’t apply to states (see Section 11.1), and the first phrase of the First Amendment says, “CONGRESS shall make no law....”

2. Sum up Benjamin Franklin’s points about the printing of lies/“lies.”

First, if it’s made public, its weakness is exposed, since readers can compare it to the truth. Second, it keeps the writer/ speaker from saying, “The only reason people didn’t to agree with my view is because the newspapers kept my view from being published!”

3. If a government were given the power to stop individuals from speaking or printing “lies,” how could the government use this to its own advantage?

It could stop someone from printing or speaking against the government, then claim, “We had to stop him, because he was lying,” even though he wasn’t necessarily lying. Probably the last institution on earth we want to be judging what’s true and untrue is the government!

4. In a state case, a man sues his employer, who requires all employees to work one Sunday a month. (The man says this violates the First Amendment.) Give two reasons why a jury should decide in favor of the employer.

First, the company is not the U. S. government, so the First Amendment doesn’t apply to it! Second, even if the First Amendment did apply to the company, it has the right to ask employees to work when it needs them to. The man is not being forced to stop worshiping God; he can still worship God freely. If he thinks he has to be at a certain place every Sunday, then he can find another job! The company has every right to freely hire and fire whom they choose, and to make requests of all their employees.

5. In a state case, a woman sues an Internet blogger who wrote several outrageously false things about her. The victim lost her job as a result, and no one will hire her now. How should a jury decide?

AWV, but it seems just that the Internet blogger should be held somewhat liable for his words. The woman lost her job and money due to lies told by the blogger, and her reputation was damaged. When the Bible says rulers are to “remove VIOLENCE and spoil” (Ezekiel 45:9), the word violence can mean “falsehood,” like a witness lying in court.

Handout – First Amendment Freedom Filter (15–20 minutes): Students review examples showing that the First Amendment protects speech and expression, but does not protect acts that physically harm people, steal from them, damage their property, or violate their rights.

Student Pairs/Groups Quiz 8 Review (8–10 minutes): Put students into pairs or groups, and have them quiz each other and/or try to predict what questions will be on Quiz 8.

Instructor Notes:

American Government & Politics: A Christian Worldview.
First Amendment Freedom Filter (15–20 Minutes)

TEACHER INSTRUCTIONS

Goal

Students review examples showing that the First Amendment protects speech and expression, but does not protect acts that physically harm people, steal from them, damage their property, or violate *their* rights.

Instructions

1. Have students complete the handout, then discuss in pairs or groups of three (give students 8–10 minutes to complete this part, maybe longer if they’re having lively discussions!).
2. Review the answers together.

Suggested Key (Student Answers Might Vary)

1. Punish It – Hacking and destroying another group’s files violates property rights.
2. Protect It – Political criticism is protected speech.
3. Punish It – Breaking windows is property destruction.
4. Protect It – Offensive criticism is still speech.
5. Punish It – Fraud and theft are not protected speech.
6. Protect It – Peaceful protest is protected expression.
7. Protect It – The person is using his own property.
8. Punish It – Graffiti on another person’s property is vandalism.
9. Protect It – Insulting government officials is protected speech.
10. Punish It – Trespassing violates property rights.
11. Protect It – Publishing opinions about laws is protected.
12. Protect It – Peaceful public expression is protected.

Debrief/Wrap-Up Questions

1. Which situations involved only speech or expression?
2. Which situations involved violating another person’s rights?
3. Why is it important to distinguish between offensive speech and criminal conduct?
4. Should speech lose protection simply because many people dislike it?
5. What principle seems to separate the “Protect It” answers from the “Punish It” answers?

American Government & Politics: A Christian Worldview. First Amendment Freedom Filter

For each scenario, decide whether the government should:

- A. PROTECT IT (The First Amendment protects it, even if it is offensive, rude, unpopular, or hateful.)
- B. PUNISH IT (The government may punish it because the act involves force, theft, property damage, fraud, trespassing, or some other violation of another person's rights.)

Scenarios:

1. A political organization hacks into a rival group's computer system and deletes files to silence opposing views.
2. A newspaper publishes an editorial calling Congress corrupt and incompetent.
3. A protest group breaks store windows during a demonstration.
4. A blogger publishes harsh criticism of a mayor and uses rude language.
5. Someone creates fake charity advertisements, collects donations, and keeps the money.
6. A group of protesters peacefully carry signs that many citizens find offensive.
7. A citizen burns his own political poster on his own property to make a statement.
8. An activist spray-paints political slogans on the wall of a privately owned building without permission.
9. A radio host insults a governor and calls his policies foolish.
10. A group of activists enters a private business after being told to leave and refuses to leave.
11. A magazine publishes an article arguing that a popular law should be repealed.
12. A protester uses a megaphone to express unpopular opinions in a public park.



Week 15, Day 4 – Amendment 2: Guns, Militias, Standing Armies • Second Amendment Podcast, Short Film

Discussion (10–15 minutes): Pairs/Groups → Whole Class, discuss the Q4R from “Amendment 2: Guns, Militias, Standing Armies”:

1. Sum up the “Two Key Facts” at this section’s opening.

The Second Amendment doesn’t grant the people the right to bear arms; it restricts the U. S. government from infringing upon that right. Even without a Second Amendment, the U. S. government has no right to infringe upon the right to bear arms, because that’s not a power granted to them in Article I, Section 8.

2. What did many early Americans believe about standing armies?

They mistrusted and loathed them, because they considered them dangerous to the liberties of the people, while pretending to be defending them, and tools of tyrants.

3. Prove that the term “militia” in the Second Amendment refers to the people. What was the purpose of the militia?

The Second Amendment refers to the identity of the militia by saying, “the right of the PEOPLE to keep and bear arms.” Numerous “founding fathers” referred to militias as simply being the people, armed. It’s ridiculous to claim the militia is a state national guard or something, because the reason for the BOR is to protect the rights of the people, not a government force! Their purpose was to be able to fight back against tyranny—as Jefferson said, “to dispense with a standing army.”

4. How many gun laws is Congress legally allowed to pass? What about state gun laws? Are these gun regulations good ideas? Why or why not?

Zero. States are allowed to pass them, although they don’t work, because criminals, by definition, do not obey laws!

Second Amendment Audio-Visuals:

Podcast – The Right to Own a Gun Isn’t Just for Americans (12–15 minutes): In this short (10:02) podcast, José Niño details how nations in Europe and South America are turning to increasing gun rights to combat potential oppression and violence.

Short Film Compilation – Politicians Discuss Violating the Second Amendment, Part 1 (10–12 minutes): In this short (5:31) film compilation, politicians discuss the passing of various gun control laws, all of which violate the Second Amendment.



Reading (Remainder of Class): Students read “Amendment 3: Quartering Soldiers” and answer Q4R. (No homework except for this.)

Instructor Notes:

American Government & Politics: A Christian Worldview.
Second Amendment Study – Podcast & Short Film (30–35 Minutes)

TEACHER INSTRUCTIONS

Goal

Students learn about the right to bear arms and see politicians discussing/debating the passing of laws that violate the Second Amendment.

Instructions

1. Play the 10-minute podcast “The Right to Own a Gun Isn’t Just for Americans” (https://www.youtube.com/watch?v=ROOz_CuWSPQ) and tell students to take notes; discuss students’ thoughts after the podcast finishes (notes below).
2. Play the short film (5:31) of several U.S. politicians discussing restricting the Second Amendment here (<https://youtu.be/ahiFkb2b1EM>) and tell students to take notes; discuss as a class afterwards.
3. Have students in pairs/groups go back to the book’s Second Amendment chapter—the section with American “founding father” quotes—and pick one or two quotes to REFUTE something that either Dianne Feinstein or Barack Obama said in their film clips.

Podcast Notes

- Long British/American tradition of the people being armed
- Switzerland also has long tradition of armed individuals, but EU attempting to restrict their gun rights
- Czech Republic fighting EU’s attempts to restrict gun rights (CR used to be Czechoslovakia, a nation oppressed by communist Russia)
- 2018: Italian and Brazilian governments expanded gun rights for citizens
- Crime, terrorist attacks, experience living under oppressive communist dictators, global elites’ attempts to attack private property rights → more support for armed citizens

Short Film Notes

- Cruz to Feinstein: “Would you interpret other Bill of Rights amendments as you would the Second Amendment (i.e., if she would support limiting the wording of the First Amendment to say that certain types of speech/books were not allowed, or certain individuals were not allowed to speak freely)?”
- Feinstein: “There’s violence out there; we have to do something!”
- Cruz: “You never answered my question. You’re supporting violating the Second Amendment by trying to ban certain types of weapons/ammo.”
- Audience member to President Obama: “Why do you and Hillary Clinton keep trying to restrict gun rights of good guys instead of punishing bad guys who use guns? And your own city, Chicago, has terrible murder numbers, even though they’re very strict against gun rights.”
- Obama: “Any time government wants to restrict gun rights, they accuse us of wanting to try to take away guns. You can’t drive a car without taking a driving test, so we should be able to restrict those who are able to buy guns, too, if they don’t pass ‘background checks.’”

Debrief/Wrap-Up Questions

1. Which “founding father” quote did you pick that refuted Dianne Feinstein or Barack Obama’s claims in the film clips? *AWV, but be sure that students realize that the reason for the Second Amendment—which DOES NOT GRANT the right to bear arms, but PROHIBITS the U.S. government from infringing upon that right—was for Americans to be armed so they could resist government tyranny if it arose.*

2. (From the podcast) Why do you think those who live in former communist nations are so pro-gun/self-defense? *AWV, but certainly because they remember that the communist governments were heavily armed, while the people were not, so they could not resist the tyranny.*
3. How many restrictions does the Constitution say that the U.S. government can add to the right to bear arms? *Zero. "Not" means "not."*
4. If a government is in control of "background checks" to determine who should or should not have the right to bear arms, how could that government "rig" things in their favor? *AWV, but they could flag someone as a "threat" simply to deny him the right to bear arms because they didn't like him, or another reason.*

NOTE: Some states ban felons from owning firearms, which is terribly dangerous in some situations. For example, there have been women convicted of a felony for writing a bad check who now may not legally have a weapon to protect themselves or their children from dangerous predators.

Week 17, Day 3 – Jury Duty (First Amendment Cases) • Snappy Answers 6

Handout – Jury Duty (12–15 minutes): Students, as members of a jury, apply what they know about the First Amendment to two First Amendment court cases.

Handout – Snappy Answers to Government Questions 6 (20–25 minutes): Students come up with Biblical, informative answers to government questions asked by a friend.

Reading (Remainder of Class): Students read “Amendments 7 & 8: Cruel and Unusual” and answer Q4R. (No homework except for this.)

Instructor Notes:

American Government & Politics: A Christian Worldview.
Jury Duty – First Amendment Cases (12–15 Minutes)

TEACHER INSTRUCTIONS

Goal

Students, as members of a jury, apply the First Amendment to two cases.

Instructions

Have students individually complete the handout (give them 8–10 minutes), then discuss as a class.

Key

Answers will vary, but guide students toward recognizing these concepts:

- These are private companies that have the right to run things the way they want to, since it's their company and their private property (e.g., the airplane).
- That doesn't mean that everyone will see the companies' actions as "fair," but especially in the case of the airline, they tried to do their best to make things just by refunding the ticket price and paying for the customer's taxi.
- **Key point: *The First Amendment applies to the U.S. government, not to private individuals!***
Again, many would see these companies' actions as "unfair," but they have the right to run things the way that they want to, as long as they are not committing violence or theft against others. Even in the case of the social media company—whose actions seem biased (this is based on Facebook's actions against those several years ago), it's still a private company.

Jury Duty – First Amendment Cases

Okay, time to check the mail....

Let's see what we've got here...a credit card offer...a gutter-cleaning flyer...another credit card offer...an electric bill...a restraining order...another credit card offer...a jury duty notice...an offer for a new credit card...."

A jury duty notice?

That's right—what a happy, fortuitous day this is for you! This time, as a potential juror, you have been asked by your state to help decide on two court cases, and both involve individuals who say that their First Amendment rights were violated.

Case #1:

A senior officer for Gamma Airlines told the plaintiff (someone who sues someone else: the defendant), Mrs. Sharon Smith, that she had to remove her facial covering for security purposes before the flight in which she was a passenger took off. Mrs. Smith refused, stating that her religion forbade her from removing her face covering in public, so Gamma Airlines ordered her off the plane. (The airline did agree to refund her entire ticket price and pay for a taxi to take her back home.)

Mrs. Smith sued Gamma Airlines for damages, saying that the airline violated her freedom of religion, as protected by the First Amendment.

Case #2:

PhizTome, a popular social media web site, repeatedly removed dozens of posts by plaintiff Jack Davis for being, according to the company, “controversial and untrue.” Mr. Davis countered that PhizTome allows many other posts on its site that are controversial and/or questionable, and that the company is censoring him only because it disagrees with his opinions.

Davis sued PhizTome for damages, asserting that the company violated his right to free speech, as protected by the First Amendment.

Guilty or Not Guilty?

As a juror, should you find Gamma Airlines and/or PhizTome guilty...or not guilty? (And why did you decide that way?)

As you think about each case, remember (a) what the true, moral purpose of the law is, and (b) what we've learned about the Constitution.

	COUNTY OF ANYWHERE OFFICE OF THE CIRCUIT COURT 123 Justice Way, Suite 100 Anytown, State 12345-6789	PRESORTED FIRST-CLASS MAIL U.S. POSTAGE PAID ANYTOWN, STATE PERMIT NO. 123						
								
JOHN Q. PUBLIC 123 MAIN STREET ANYTOWN, STATE 12345-6789								
JURY SUMMONS YOUR CIVIC DUTY: YOUR COMMUNITY: YOUR JUSTICE								
YOU ARE HEREBY SUMMONED TO SERVE AS A JUROR. Your name was randomly selected from a list of registered voters (or driver's license holders). Jury service is a vital part of our justice system and a civic duty we all share.								
<table border="0" style="width: 100%;"><tr><td style="width: 30%;">DATE TO APPEAR:</td><td>MONDAY, JUNE 16, 2025</td></tr><tr><td>TIME TO APPEAR:</td><td>8:30 A.M.</td></tr><tr><td>LOCATION:</td><td>ANYWHERE COUNTY COURTHOUSE JURY ASSEMBLY ROOM, 2ND FLOOR 123 JUSTICE WAY ANYTOWN, STATE 12345</td></tr></table>			DATE TO APPEAR:	MONDAY, JUNE 16, 2025	TIME TO APPEAR:	8:30 A.M.	LOCATION:	ANYWHERE COUNTY COURTHOUSE JURY ASSEMBLY ROOM, 2ND FLOOR 123 JUSTICE WAY ANYTOWN, STATE 12345
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WHAT TO DO: • Report to the location above on the date and time specified. • Bring this summons with you. • You may be required to serve for up to 1 day or longer. • Parking and other information: www.anywherecounty.gov/jury • To complete the jury questionnaire online or request an excusal or postponement, visit www.anywherecounty.gov/jury or call (555) 555-1234. • Please do not bring firearms, cell phones, or irritatingly yappy small dogs into the courtroom.								
FAILURE TO RESPOND MAY SUBJECT YOU TO PENALTIES. SUM-123 (Rev. 01/24)								

American Government & Politics: A Christian Worldview.
Snappy Answers to Government Questions, Part 6 (20–25 Minutes)

TEACHER INSTRUCTIONS

Goal

This activity helps students come up with Biblical, informative answers to government questions asked by hypothetical friends/acquaintances/critics/random strangers who accost them on street corners.

Instructions!

1. Read the instructions together.
2. Give students 10–12 minutes to answer the questions INDIVIDUALLY (**reminder: students' answers must be 20 words or fewer!**). You can go a few minutes over the suggested time limit if the students are really getting into their answers, of course!
3. Tell students: **“Don’t let anyone see your answers!”**
4. When time’s up, collect the answer sheets.
5. Tell students: “You’re going to vote for the best, most-accurate, and snappiest-without-being-rude answers to these five questions. **DO NOT VOTE FOR YOUR OWN ANSWERS.**”
6. Read Question #1 out loud, followed by all the answers students wrote to that question.
7. Ask students one at a time to vote for the answer to Question #1 that they thought was the best, and tally up the votes.
8. Announce: “The winner to Question #1 is [answer here], which was written by [student name here]!”
9. Continue with Questions #2 – #5 until all votes are taken.
10. (If you want, you can award bonus points to winners.)

American Government & Politics: A Christian Worldview.

Snappy Answers to Government Questions, Part 6

Come up with an answer to these five questions that a friend/acquaintance/critic asks you about American government topics we've discussed. Each answer must be...

- (a) snappy (**20 words or fewer**),
- (b) correct/accurate, and
- (c) polite—no rude insults (but feel free to use humor to make your point ☺).

The Questions:

1. "This Electoral College thing is really dumb. I mean, why can't we just let the person with the most votes be the President?"

2. "Presidents should have the power to declare war. We just don't have enough time for those people in Congress to yak, yak, yak about whether we should go to war, do we?"

3. "Of *course* that action by Congress is constitutional—the Supreme Court ruled that it was, didn't they?"

4. "Yes, that law forcing all kids to go to government schools is legal! The Constitution says that laws the U.S. government makes are the "supreme laws of the land," doesn't it?"

5. "Waddya mean, 'The First and Second Amendments don't *give* Americans the right to free speech and the right to bear arms'?"



Now, go back and make sure your answers are all 20 words or fewer!

Week 20, Day 2 – Hangman 4

Hangman 4 (30–35 minutes): This game reviews many American government concepts in book sections “Amendment 2: Guns, Militias, and Standing Armies” through “Amendment 5: Stealing and Remaining Silent.”

Reading (Remainder of Class): Students read the section “The Sedition Act: Killing Free Speech Already?” and complete the Q4R in writing. (There is no homework except for this.)

Instructor Notes:

American Government & Politics: A Christian Worldview.
Government Hangman 4 (30 Minutes)

TEACHER INSTRUCTIONS/PUZZLES/CLUES

Time

30 minutes

Instructions

1. Divide the class in half, to make Team 1 and Team 2.
2. Print out the puzzles/clues on Page 2 to use to create the “hangman letter blanks” on the board.
3. Explain that each puzzle is a clue to an American Government term, person, or idea, and that when the puzzle is solved, the team that solved it has a chance to give the answer to the puzzle clue.
4. Have Team 1 and Team 2 take turns guessing letters, like regular hangman, but make sure that you go around the room for both teams, with students taking turns guessing one letter at a time.
5. Teams get an additional letter guess if a team member guesses a letter found in the puzzle. If a team member guesses a letter not in the puzzle, the other team takes a turn.
6. A team can solve the puzzle at any time. If a player solves the puzzle, the player’s team can get together to give the final answer (the answer to the puzzle/clue). If a team gives the wrong answer, the other team can guess and get the points.)
7. **Scoring (keep an updated score on the board so the class can see):**
 - 1 point for each correct letter guessed
 - 5 points for completing the puzzle
 - 10 points for saying the correct answer to the puzzle
8. Play as many rounds as you have time for, and the team with the higher score wins.

American Government & Politics: A Christian Worldview.
American Government Hangman 4 Puzzles/Clues/Answers

(Write “hangman letter blanks” for the all-caps clues, then teams give the final answer in bold.)

1. THIS SECOND-AMENDMENT WORD MEANS “AN ARMED GROUP OF CITIZENS”
MILITIA
2. AMENDMENT FOUR PROTECTS AGAINST THIS TYPE OF SEARCHES AND SEIZURES
“UNREASONABLE”
3. JUDGES ISSUE THESE TO ALLOW OFFICIALS TO SEARCH FOR EVIDENCE
WARRANTS
4. THE TYPE OF “RULE” LINKED TO THE SUPREME COURT CASE “WEEKS VS. UNITED STATES”
EXCLUSIONARY
5. ANOTHER WORD FOR A PERMANENT GOVERNMENT ARMY
STANDING
6. A TERM FOR BEING TRIED FOR THE SAME CRIME TWICE
DOUBLE JEOPARDY
7. A WITNESS CAN PLEAD THIS AMENDMENT TO AVOID GIVING EVIDENCE AGAINST HIMSELF
FIFTH
8. AN ACCUSED PERSON CAN’T LOSE ANY OF THESE THREE THINGS WITHOUT “DUE PROCESS”
LIFE, LIBERTY, PROPERTY
9. IT REFERS TO GOVERNMENT’S TAKING PRIVATE PROPERTY FOR “PUBLIC USE”
EMINENT DOMAIN
10. THE ISRAELITE KING WHO TOOK NABOTH’S VINEYARD
AHAB
11. A SPECIFIC TYPE OF SEARCH WARRANT USED TO CATCH COLONIAL SMUGGLERS
WRIT OF ASSISTANCE
12. WHAT THE WORD “REGULATED” MEANS IN THE SECOND AMENDMENT
TRAINED

Week 23, Day 2 – You're the Judge, Part 3 • Test 6 Review

Written and Callout Answers (5–7 minutes): This is a repeat of the last version of this exercise! Ask students to take out a piece of paper and write as much as they can remember of the main Bible verses we've reviewed that spell out the proper purposes of government. Here they are:

- “Execute ___ and ___,” *judgment, justice*, “Remove ___ and ___” (Ezekiel 45:9) – *violence, spoil*
- “Deliver the ___ out of the hand of the ___” (Jeremiah 22:3) – *spoiled, oppressor*
- “...rulers are not a ___ to good works, but to the ___” (Romans 13:3) – *terror, evil*
- Rulers are “sent by Him [God] for the punishment of ___” (1 Peter 2:14) – *evildoers*
- What does Jefferson say about nullification and rulers in his “Kentucky Resolutions”?

Nullification is the “rightful remedy”—the exact thing needed to stand against unconstitutional laws like the Alien and Sedition Acts, and that all states have the “natural right” to nullify unconstitutional laws passed by the U. S. government. Jefferson says that rulers should not be trusted, but watched carefully, to catch them trying to break laws and to give themselves more powers over the people: to “bind [them] down from mischief by the chains of the Constitution.”

Handout – You're the Judge, Part 3 (20–25 minutes): Students apply the Biblical teaching that a ruler's role is to execute judgment and justice by deciding appropriate punishment or restitution in several real-world scenarios.

Announce:

- Test 6 is in class tomorrow!
 - The test covers mostly material from the last several sections SINCE Test 5, although it will include questions about key concepts.
 - It has 20 questions instead of 10 (unlike quizzes), and it is also multiple choice, A–D.
 - There is no homework except to study for the test!
 - Students at tables/groups or in pairs try to predict what big-idea questions will be on the test.
-

Instructor Notes:

TEACHER INSTRUCTIONS/KEY

Goal

Students apply the Biblical teaching that a ruler's role is to execute judgment and justice by deciding appropriate punishment or restitution in real-world scenarios.

Instructions

- This activity may be done individually, or in pairs/small groups.
- Students complete the questions (give them 8–10 minutes); discuss as a class.

Suggested Answer Key

1. Students should distinguish between protected opinion and knowingly false factual accusations. If the host knowingly lied or acted with reckless disregard for the truth, restitution may be appropriate. If he honestly reported what he reasonably believed, punishment may be inappropriate despite the harm, although it might still be!
2. Harm clearly occurred, but determining each party's responsibility is challenging. Students should discuss whether partial restitution is appropriate and how fault should be apportioned.
3. If the owner acted honestly and reasonably, he may not deserve punishment. If he knowingly lied or recklessly ignored evidence, restitution may be appropriate.
4. Students should examine whether the company adequately disclosed the risks. Concealing known dangers may require restitution; openly disclosed risks may change the analysis.
5. This is a breach of agreement. Students should discuss whether restitution should cover only the contract price or also the owner's lost business income.

Wrap-Up/Final Direction

Ask students any of these questions you think are appropriate:

- Which cases were hardest to judge?
- How can you use Biblical guidelines to judge cases justly?

American Government & Politics: A Christian Worldview: You're the Judge, Part 3

You are the judge.¹ For each case: decide what happened (the crime/possible crime), decide what justice requires (the punishment and/or penalty for wrongdoing), and decide on possible restitution (repaying or restoring what was taken/damaged). Be ready to explain your reasoning!

Case #1 – The Radio Host's Accusation

A popular radio host repeatedly claims that a local businessman is secretly involved in organized crime. The accusations attract many listeners, and the businessman loses customers. Later, investigators find no evidence supporting the claims. The radio host insists he was merely exercising free speech and discussing matters of public concern.

Your Judgment:

Case #2 – The Polluted Lake

A manufacturing company and several farms operate near a lake. Over many years, pollution from multiple sources enters the water. Property values fall, fish die, and tourism declines. Residents sue one factory, but experts disagree about how much of the damage that particular factory caused.

Your Judgment:

Case #3 – The Mistaken Arrest

A store owner identifies a man as the person who robbed his business. Based largely on the owner's testimony, the man is arrested and spends several months in jail before evidence proves he was innocent.

Your Judgment:

Case #4 – The Injurious Injection

A pharmaceutical company sells a vaccine even after learning that a percentage of users experience serious side effects and even death. The company argues that the drug also provides major benefits to many patients and that all products involve some risk.

Your Judgment:

Case #5 – The Contractor's Delay

A contractor agrees to complete a commercial building by June 1. He falls months behind schedule due to poor planning. The building owner loses several profitable business opportunities as a result.

Your Judgment:

¹ You are also the taxidermist, but that has nothing to do with this activity.

Week 29, Day 1 – The Department of Sunshine and Rainbows • The Bureau of Things That Don’t Need a Bureau

Discussion (10–15 minutes): First in pairs/groups, then as a class, discuss the Q4R from “The Department of Sunshine and Rainbows”:

1. Briefly give a response to someone who says, “You’re against the Environmental Protection Agency? I can’t believe that there are people who want to live in a world with polluted air and streams filled with toxic chemicals!”

AWV, but you might say, “Of course I don’t! But the EPA isn’t constitutional. Just because I oppose the government’s doing something doesn’t mean I oppose doing it at all.”

2. Practice using the above conversation model with somebody who says, “We *have* to have a Department of Agriculture. Like the saying goes: ‘No Farms, No Food!’ Anybody who doesn’t think agriculture is important is crazy.”

AWV.

Handout – The Bureau of Things That Don’t Need a Bureau (20–25 minutes): Students work in groups to create and defend a ridiculously unnecessary federal agency, so they (a) recognize how real government bureaucracy often expands beyond constitutional limits and (b) learn to question whether any federal agency truly serves a legitimate purpose.

Student Pairs/Groups Quiz 16 Review (Remainder of Class): Put students into pairs or groups, and have them quiz each other and/or try to predict what questions will be on Quiz 16.

Instructor Notes:

American Government & Politics: A Christian Worldview.
The Bureau of Things That Don't Need a Bureau (25–30 Minutes)

TEACHER INSTRUCTIONS

Goal

Students work in groups to create and defend a ridiculously unnecessary federal agency, so they (a) recognize how real government bureaucracy often expands beyond constitutional limits and (b) learn to question whether any federal agency truly serves a legitimate purpose.

Instructions

1. Put students in groups of 3–4.
2. Read the instructions together.
3. Students complete the handout. (Allow 15–20 minutes.)
4. Discuss as a class via volunteers for each group.

Debrief/Wrap-Up Questions

- Was it easy or hard to defend something unnecessary? Why?
- The Constitution only grants about 20 powers to Congress. Did any of your agencies actually (sort of) match any of those powers? Which ones?
- The book sections asks: “What did Americans do before these departments existed?” Did your group have a good answer for that?
- If it's easy to invent a ridiculous federal agency, what does that say about the real ones?

American Government & Politics: A Christian Worldview.

The Bureau of Things That Don't Need a Bureau

Step 1: Name Your Agency (3 minutes). Brainstorm and choose a name for your new federal agency. It should sound official, important, and vaguely bureaucratic. Use real agencies from the reading as inspiration (Department of Energy • Bureau of Alcohol, Tobacco, Firearms, and Explosives • National Pesticide Information Center • President's Council on Fitness, Sports, and Nutrition, etc.). Make it sound important, something like Bureau of Refrigerator Temperature Standardization, Department of Toilet Paper Quality Assurance, Federal Commission on Proper Lawn Mowing, Office of Couch Cushion Retrieval, and so on.

Your agency name:

Step 2: Write Your Mission Statement (5 minutes). Every federal agency has a formal mission statement that sounds crucial but says very little. Write a 1–2 sentence mission statement for your agency. Use grand, vague language like “ensure,” “promote,” “protect,” “safeguard,” “uphold,” “guarantee,” “regulate,” “oversee.”

Your mission statement:



Step 3: Create Your Slogan (3 minutes). Every government agency needs a catchy slogan. The slogan should sound reassuring and patriotic. Examples: “Keeping America’s Refrigerators Safe Since 2026,” “Your Couch Cushions: Secured,” or “A Greener Lawn for a Stronger Nation.”

Your slogan (rhyming or alliteration encouraged!):

Step 4: Defend Your Agency (6–8 minutes). Now comes the hard part. You must prepare a 90-second defense of your agency as if it were absolutely vital. Your defense must answer ALL of the following questions:

1. What problem does your agency solve (even if the problem doesn't exist)?
2. What did Americans do before your agency existed (suffered terribly, of course)?
3. How does your agency benefit all Americans (use emotionally charged “buzzwords”)?
4. Is your agency constitutional? (It's not, but you must argue “Yes.” You can use one of “those clauses” if you'd like....)
5. What would happen if your agency were abolished (doom, chaos, and disaster, of course)?

Week 30, Day 3 – Quiz 17 • Amendment Fairy Tale Parody, Part 1

Handout – Quiz 17 (10–12 minutes): Instructions, Quiz 17, and a blank template to create your own Quiz 17 are online.

Handout – Amendment Fairy Tale Parody (30–45 minutes): Students create parody versions of popular fairy tales to explain the meaning of one of the first ten amendments to the U.S. Constitution.

Reading (Remainder of Class): Students read “Supreme Court Case #7: *Schechter Poultry v. U.S.*” and answer Q4R. (No homework except for this!)

Instructor Notes:

Week 30, Day 4 – Supreme Court Case #7: *Schechter Poultry v. U.S.* • Amendment Fairy Tale Parody, Part 2

Discussion (15–20 minutes): Pairs/Groups → Whole Class: Discuss the Q4R from “Supreme Court Case #7: *Schechter Poultry v. U.S.*”:

1. What is dangerous about a President’s having the power to write laws?

It’s too much power for one person; it would result in a dictatorship.

2. Give a brief assessment of the NRA rules for chicken companies—the ones that limited how much employees were allowed to work, ordered how much they had to be paid, and prevented customers from picking out what chicken they wanted to buy from among the ones for sale.

AWV, but they’re completely insane. As if government agencies have any idea about the varying needs and desires that thousands of chicken companies all over the nation have. And by the way, where in the Constitution is that power granted? The founders would turn over in their graves if they knew it was happening.

3. When a government official introduces a phony scheme like FDR’s “court packing” scam—even though it’s completely obvious to everyone what he’s really trying to do—what does it say about that official’s view of the public?

It shows that he thinks the public is made up of a bunch of idiots who are too stupid to know what he’s doing, like telling a toddler whose cat got run over that “He took a great big fun trip to Cat Fun World for forever.” It’s insulting for an adult to be treated that way by a politician.

Amendment Fairy Tale Parody (20–25 minutes): This is the chance for the teams to present their amendment fairy tale parodies from the previous class. Suggestions:

- Get students back into their teams for 10–12 minutes to do any fine-tuning necessary. (Of course, you may let them have longer if you have more class time; there is no homework/reading for the next class.)
- Allow students to present their parodies.
- When students finish presenting allow students to vote for these category winners:

Clearest Explanation of Amendment

Most Creative

Funniest

Homework: None.

Instructor Notes:

American Government and Politics: A Christian Worldview
Amendment Fairy Tale Parody (25–45 minutes)

(TEACHER INSTRUCTIONS)

Goal

Students (in pairs or groups) create parody versions of popular fairy tales to explain the meaning of one of the first ten amendments to the U.S. Constitution.

Instructions

NOTE: You can either (a) figure out how many groups you're going to have in class ahead of time, write down amendment numbers on slips of paper (choose the most interesting/fun ones if you have fewer than 10 groups!), and let groups draw their amendment out of a hat, or (b) tell groups they can choose whatever amendment they wish to write a fairy tale on.

1. **OPTIONAL:** Show students any of these short (about 5 ½ minutes each) “Fractured Fairy Tale” cartoons, to give them an idea of what they’re trying to create (these are YouTube links):

[Goldilocks](#) • [Sleeping Beauty](#) • [Pinocchio](#) • [Hansel and Gretel](#) • [Tom Thumb](#)
[Snow White](#) • [Rapunzel](#) • [The Three Little Pigs](#) • [Rumpelstiltskin](#)

2. Put students into groups of 2–3; it's suggested that instructors do this before class to save time.
3. Hand out the assignment and read it together.
4. Work time: 20–25 minutes.

BE SURE TO TELL STUDENTS TWO THINGS:

1. You're going to finish this by the end of class.
2. You're going to read these in our next class, so **bring yours with you to class!**

American Government and Politics: A Christian Worldview

Amendment Fairy Tale Parody

Write a **fairy tale parody** of one of the amendments in the U.S. Constitution's Bill of Rights. Make sure your fairy tale does these:

1. Builds off a famous fairy tale
 2. Contains no more than 12 sentences
 3. Includes at least two instances of humor (exaggeration, references to today's culture, etc.)
 4. Explains what the amendment's purpose/meaning is
 5. Includes contributions from EVERYONE in your group
-

Reminder: Your group will read your fairy tale parody in our next class! Here's a list of some popular/famous fairy tales you can base your amendment fairy tale parody upon:

Goldilocks and the Three Bears • Rapunzel • Snow White • Cinderella • Beauty and the Beast • Pinocchio
Hansel and Gretel • Rumpelstiltskin • Little Red Riding Hood • The Little Mermaid • The Ugly Duckling
The Emperor's New Clothes • The Princess and the Pea • Tom Thumb • Aladdin • Jack and the Beanstalk

Use this page and the back of the page to brainstorm ideas and write your fairy tale parody!

Week 33, Day 2 – How Presidents Can Execute Justice, Part 1: The Veto • Presidential Veto Challenge

Discussion (10–15 minutes): Pairs/Groups → Whole Class, discuss the Q4R from “How Presidents Can Execute Justice, Part 1: The Veto”:

1. Why do many politicians and news media members applaud a “powerful President,” but berate a President who vetoes a bill?

Because they like giant, centralized, powerful government. A President who is “powerful” is one who ignores the law; a President who vetoes contributes toward decreasing the size of the U. S. government.

2. Explain in one sentence the overall point that James Buchanan makes in the second paragraph of his veto message excerpt.

Congress shouldn't spend money on pet projects to benefit certain areas or industries. If they do, it opens up a whole can of worms of Congressmen trying to grab U. S. tax money for their own districts—necessarily stealing it, via the law, from other districts around the nation.

Handout – Presidential Veto Challenge (20–25 minutes): This activity shows students several famous presidential vetoes in history (not the same ones in the book) and puts them into the role of a U.S. President who must veto three unconstitutional bills presented by Congress, explaining why in brief veto messages.

Reading (Remainder of Class): Students read “How Presidents Can Execute Justice, Part 2: The Pardon” and answer Q4R. (No homework except for this.)

Instructor Notes:

American Government & Politics: A Christian Worldview.
Presidential Veto Challenge (20–25 Minutes)

TEACHER INSTRUCTIONS

Goal

This activity shows students several famous presidential vetoes in history (not the same ones in the book) and puts them into the role of a U.S. President who must veto several unconstitutional bills presented by Congress, explaining why in brief veto messages.

Instructions

1. Suggestion: Print the handout front to back, and tell students not to turn over the sheet yet!
2. Have students volunteer to read the veto message excerpts on the front side of the handout.
3. Tell students to turn over the handout, and read the instructions together.
4. Give students 15 minutes to answer these questions individually (more or less, of course, based on your classroom time).
5. Ask for volunteer answers.

Suggested Key

***Note:** Answers should reflect a commitment to limited government and Constitutional adherence. Students should focus on the lack of enumerated powers (Article I, Section 8) and the protection of the Bill of Rights.*

1. **Veto Statement 1 Example:** “I veto this bill for its blatant violation of the First Amendment (for religious schools) and the Tenth Amendment. Education is a power reserved to the States and the people, not the Federal Government.”
2. **Veto Statement 2 Example:** “This bill is a clear violation of the Fourth Amendment, which guarantees the right of the people to be secure against unreasonable searches. A warrant issued upon probable cause is not optional. I cannot authorize the surveillance of citizens or the silencing of speech based on algorithmic suspicion, as this treats the Constitution as obsolete.”
3. **Veto Statement 3 Example:** “I must veto this act, as it fundamentally contradicts the Fifth Amendment’s protection of private property and the Takings Clause. The federal government possesses no authority to seize lawfully held land or nullify private contracts to facilitate social engineering. Such actions are an attack on the bedrock of American prosperity and individual ownership rights.”

American Government & Politics: A Christian Worldview.

Presidential Veto Challenge

Famous U.S. Presidential Vetoes

George Washington (1792) – First Apportionment Act. Washington was the first to use the veto, blocking a bill that increased the number of Representatives because it favored certain states and contradicted the constitutional requirement for apportionment:

“It did not appear that the number of representatives in each state...would be as nearly as possible conformable to the Constitution.”

Ulysses S. Grant (1873) – Inflation Bill. Grant blocked a bill that would have increased the supply of paper money, choosing to defend a more sound (and constitutional) money standard.

“The expansion of the currency...would be certain to result in...a permanent contraction of the real purchasing power of the dollar.”

Dwight D. Eisenhower (1959) – Public Works Appropriation Bill. Eisenhower vetoed this bill to curb what he viewed as “pork-barrel” spending that would contribute to federal debt.

“The bill...contains many starts of projects...which would involve...expenditures in future years of hundreds of millions of dollars.”

James Monroe (1822) – Cumberland Road Bill. Monroe vetoed this bill to fund repairs on the National Road, stating that the federal government lacked the authority to build internal improvements without a constitutional amendment.

“A power to establish turnpikes with gates and tolls...is not among the powers granted to Congress by the Constitution.”

John Tyler (1844) – River and Harbor Bill. In a move that enraged his own party, Tyler vetoed spending on internal improvements, maintaining that federal funds should not be used for local, localized projects.

“I cannot consent to charge the national treasury with the cost of local improvements, in which the states immediately interested can alone participate.”

Calvin Coolidge (1927) – McNary-Haugen Farm Relief Bill. Coolidge twice vetoed this bill, which sought to regulate agricultural prices, viewing it as unconstitutional government price-fixing that would distort the market.

“Government price-fixing...is a device which has often been tried before in the history of the world...it has always resulted in failure.”

Ronald Reagan (1987) – Clean Water Act. Reagan vetoed this massive authorization for water projects, arguing the cost was unjustifiable and represented a return to excessive federal spending.

“The bill is... filled with wasteful and unnecessary...projects [that] would bust the budget.”

American Government & Politics: A Christian Worldview.

Presidential Veto Challenge

You are the President of the United States. Congress has passed three bills that you believe violate the limited scope of our Constitution. You have 15 minutes to review these excerpts, identify the constitutional breach, and write a firm, formal veto message for each. Refer to the Constitution if possible in your veto statements!

Bill #1: The Federal Education Uniformity Act (excerpt): “The federal government hereby establishes a standardized, national history, English, and civics curriculum that all educational institutions in the United States must follow. This mandate applies to every public school, private religious school, and homeschool household in the nation. Any institution that fails to teach this mandatory curriculum shall be immediately closed by federal order.”

Your Veto Statement (50–60 words):

Bill #2: The Digital Privacy Oversight & Surveillance Act (excerpt): “To ensure national security, the executive branch is authorized to monitor all private digital communications, including personal emails and private social media messages, without a judicial warrant. Any citizens identified by the algorithm as exhibiting ‘anti-governmental sentiment’ shall have their digital presence suspended indefinitely to prevent the spread of domestic misinformation.”

Your Veto Statement (50–60 words):

Bill #3: The National Property Redistribution Act (excerpt): “In the interest of equity, the federal government shall seize all privately held timber and mineral rights on private land holdings exceeding 500 acres. These resources will be nationalized and redistributed to city-based groups selected by the federal government. This will promote economic equality, and it cancels all previous original land ownership documents.”

Your Veto Statement (50–60 words):